

WESTFIELD COMMUNITY SCHOOL



Art & Design

Policy

September 2025

The Curriculum Policy for Art and Design

Introduction

Art and Design is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the Art and Design taught in our school.

The implementation of this policy is the responsibility of all teaching staff.

The Nature of Art and Design

- Art and Design is the expression of ideas, thoughts and feelings, through sensory experience in a variety of two and three-dimensional media.
- In Art and Design, as in any other Curriculum area, all children regardless of race, gender, creed or ability, should have equal opportunities and any materials and ideas used should reflect this approach.

Aims

At Westfield Community School we aim to:

- Produce creative work, exploring children's ideas and recording their experiences.
- Develop children's visual awareness and enjoyment of art and design.
- Provide children with the opportunity to use art and design to record their feelings and express their creative imagination.
- Provide children with the opportunity, through the use of a range of artistic media, to acquire skills and develop artistic techniques.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Objectives

In their own Art skills children should be able to:

- Use two and three dimensions and in a variety of sizes and scales.
- Experiment with a wide range of different media to understand their potential, to become familiar with their characteristics and to develop confidence and competency when working with them.
- Select media and to decide how they are to be used in the work to be undertaken.
- Understand and use the language of art, craft and design when relating to their work and the work of others.
- Understand and apply the basic principles of art, craft and design to include line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective.
- Record what they can see or imagine in sketchbooks.
- Be realistic about their own abilities in art, craft and design and recognise their success as well as the areas for development.
- Evaluate and discuss the outcome of their own work against declared criteria.
- Develop the ability to justify decisions taken concerning the process of their own work.
- Realise their ideas and sustain a level of working from start to the completion of a project or a piece of work.
- Recognise the difference in approach taken by artists, crafts people and designers in their work.
- Recognise that art, craft and design differ from culture to culture and reflect the times in which they were produced.
- Relate their artwork to other curriculum areas.

- To be given the opportunity to view and to appreciate other children's work.

Art Programme of Study

EYFS:

In the Early Years Foundation Stage, EAD is broken down into two aspects:

- Exploring and Using Media and Materials
- Being Imaginative

Exploring and Using Media and Materials

Experiment with media and materials finding out about their properties and modifying and manipulating them using a range of tools and techniques.

Being Imaginative

Pupils to have first-hand sensory experiences to develop their creative skills.

KS1:

As pupils progress, they will learn to think more critically and develop a more thorough understanding of art and design. They will also explore how art and design both reflect and shape history and contribute to culture and creativity.

Through projects, individual pieces of work and focused practical tasks, of increasing complexity and challenge pupils will learn to:

- to use sketch books to explore and develop their knowledge of different media.
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2:

As pupils progress, they will learn to think more critically and develop a more thorough understanding of art and design. They will also explore how art and design both reflect and shape history and contribute to culture and creativity.

As pupils move into KS2 (Year 3-6) they will continue to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Through projects, individual pieces of work and focused practical tasks, of increasing complexity and challenge pupils will learn:

- to develop their use of sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, card, Modroc)
- about great artists, architects and designers in history.

Teaching and Learning Strategies

Year groups are responsible for teaching and developing the '**Art Skills Framework**' within their cross curricular themed planning.

- Use a variety of approaches that are matched to the activity and the ability of the children.
- Kapow will be used as a teaching resource where appropriate.

- Children must be given the opportunity to examine exhibits, artefacts and historical buildings of interest.
- Clearly identify the difference between learning art skills and using art as a method of recording.
- Special needs children need to be catered for in the planning of the programme, raising confidence and self-esteem.
- Develop clear links between art and design and ICT.
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal access for pupils to access learning.
- Children must be encouraged to work individually, in pairs, small groups and as whole class when required.
- Ensure time is allowed for discussion of initial ideas, comparing and evaluating.

Matching tasks to pupils' abilities

Children will develop their ability to make images and to learn and apply skills at different rates. Differentiation is integral to planning and will include open ended (outcome) and planned differentiation as recorded on medium-term plans.

Teachers will extend learning by asking questions and scaffolding their learning.

All children will be challenged, including SEN children and gifted and talented, to ensure that every child to learning and achieving at their full potential in all art lessons.

Use of Sketchbooks

Sketchbooks are used in year 1 through to year 6 to regularly record, collect and explore ideas and images and other information relevant to current and ongoing work. The sketchbook is an essential and personal record although teachers will teach children when it is appropriate to use them and for what purposes including reviewing the contents to ensure the purpose of the sketchbook at frequent intervals. It is also essential that all children use a sketchbook that is similar in format.

The contents of the sketchbook could include:

Experiments with using various marking media drawings in a range of media that are:

- A record of what has been seen
- Preparatory studies for further work
- The development of ideas for further study
- A record of the basic skills development
- Photographs and other illustrative material to support on going work
- Colour schemes and trials
- A record of observations seen outside the classroom which will be used a reference material for further work, for example on a school visit
- Details of something that will be drawn or painted in entirety
- ICT prints and image manipulations

Sketchbooks are an essential record of an individual child's experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.

Organisation and Management

Art is delivered as part of Westfield's Topic lessons and will play an important part in certain areas of each topic. The emphasis of some topics will be geared more towards art, whilst others will have less emphasis.

Over the course of the year, children will have had time allocated to the art in line with Government guidelines and expectations.

Role of the Co-ordinator

- Produce the Art Policy and the Key Stage plans, with the Foundation Subject manager, that meet the statutory requirements.
- Produce the Art development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate art resources.
- Attend relevant in-service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning, including the use of sketchbooks and record keeping.

Role of the Class Teacher

The Class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for art. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the art activities.

Class teachers are also responsible for displaying the artwork produced by all children in an appealing way to enhance the learning environment and display the varied range of artwork. these displays should reflect the schemes of work and current artwork and should have clear descriptions about the work and who has made it.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The Art and Design subject leader will monitor planning, children's work and attitudes throughout the year. The work of the subject leader also involves supporting colleagues in the teaching of art and design, keeping them informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Art and Design Subject Leader produces an annual summary report for the SLT and teaching staff, in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement as a result of monitoring throughout the year.